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The Parish School, Its Aims, Procedure, and Problems. By Rev. Joseph A. Dunney, Diocesan Superintendent of Schools, Albany, N. Y: The Macmillan Co., pp. xix+326.

The outstanding impression which this volume leaves on reading it, is expressed in the adjective "Solid." By this we do not mean that it is heavy or difficult to read, and understand, for it carries one along as easily as a popular story, is lightened everywhere with anecdotes, and up-to-date illustrations, but one has the feeling that not one sentence can be missed without there being a failure to grasp everything which is contained in it.

After paying a well-deserved tribute to those whose sacrifices made possible the foundation of our parish school system, and saying that "today the greatest religious fact in the United States is the Catholic school system maintained without other aid than that of the people who love it" (p. ix), the author plunges into his subject which is divided, as the sub-title indicates, into three parts, "Aims," "Procedure," and "Problems." Starting with the famous motto of the late Pope Pius X: "To restore all things in Jesus Christ" and saying that it expresses "the aim of Catholic education" (p. 3), he skillfully shows why we must contain and extend our own system. He adduces evidence to show how complete is "the deëthicizing of the American school" (p. 6), and that because its "aim is for mind only and falls short of life" (p. 15), the parish school is set to remedy that defect. He quotes approvingly from utterances of Washington and Lincoln to show how clearly they recognized the necessity of a religious basis in our educational system. Nowadays the public school has gotten entirely away from this. All this he treats in a section entitled "The Cause."

Next, turning to "The Course," of which he says, "Our chief care must be to make the curriculum sane, empty it of all false weight. It is very important, in framing a course of study, to see to it that together with the tendencies and wants of his age, the child's limitations and weaknesses are sympathetically understood, unless indeed we would have mental panic follow hard upon the heels of over-teaching" (p. 38), at the same time remembering that religion must take "the topmost place in the course of studies" (p. 36). A thoroughly comprehensive chart of such a course is inserted and will well repay the most careful study on the part of a teacher. Sections on "The Child" and "The Classroom" are filled with useful and suggestive matter.

Starting with the postulate that "organization obviously is to education what the body is to the mind" (p. 59), and warning us that "we cannot wear any idiot smirk of self-content when we look around and see the world that lies before the Catholic school in America" (p. 60), Dr. Dunney attacks boldly the task of outlining the qualifications of teachers and principals, the maintenance of discipline, systems of grading, and the matter of home work. Each of these chapters is packed with helpful suggestions, and if occasionally he plays the surgeon's part, his cuts are designed only to remove some foreign growth which threatens the welfare of the whole body.

In "Part II, Procedure," the warning is reiterated that "multitudes of education builders reject the stone which is made the head of the corner; they ignore His words, they make no attempt to restore all things in Christ; the one Way without which there is no going, the one Truth without which there is no knowing, the one Life without which there is no living" (p. 143). This leads naturally to the subject of "Teaching Religion" (Ch. IX), and he begins by saying, "The plans and specifications of the parish school are as follows:

"Built upon the foundations of the Apostles and Prophets,

"Jesus Christ Himself being the chief cornerstone.

"In Whom, all the building, being framed together,

"Growing up into a holy temple in the Lord.

"In Whom you also are built together

"Into an habitation of God in the spirit." (Eph. ii, 20-22.)

For, as he observes, "we want all the objects of knowledge to converge toward the center, God" (p. 156). The Chapters, "Practical Procedure," "Presentation," "Application," "Effectual Correlation" are a manual of pedagogy which would be hard to surpass. Each page is packed full of good things, and should be read, re-read, and pondered over, by one who would fill adequately that most arduous task of teacher to the young.

Part III deals with three practical and pressing problems in our present-day educational circles, the question of "Departmental Instruction in the Intermediate Grades," whether we shall teach a "Foreign Language in the Seventh Grade" and "Are Commercial Classes in the Upper Grades Worth While?" Each of these he decides in the negative, basing his arguments on what we believe to be sound psychological and pedagogical principles.

An Appendix on "The Priest and Education," by Bishop McDevitt, fitly closes the volume.

Dr. Dunney has an unusual command of language. His exposition of the incident on the Road to Emmaus, for example (pp. 208ff), reaches really great heights. The whole book would be valuable if it contained little besides this. His use of words is daring in its unusualness sometimes, but the very startling quality it possesses lends strength to the argument and causes one to consider more carefully the excellent subject matter. This is a book for every superintendent, principal, teacher, priest, seminarian, and novice in a teaching order to master thoroughly. We most heartily commend it to everyone who may have to do with any portion of our parish school system.

FLOYD KEELER, M.A., S.T.B.

E. I. du Pont de Nemours & Company, 1802-1902, by Mrs. B. G. du Pont. Boston: Houghton Mifflin, 1920. Pp. 196.

Few are the biographies of our masters of capital and business, and few are the studies of our great industrial concerns; yet, until such material is available the history of American industrial development cannot be written. While such studies are apt to be partisan, apologetic and possibly advertising in purpose, still they will supplement our information and give color to the dry annals of our economic history. Mrs. B. G. du Pont, in her century of the *E. I. du Pont de Nemours & Company*, has made a valuable contribution, which recalls the elaborate centennial publication of the German Krupps, which appeared on the eve of the war. It is a readable account of a huge organization, but coming from a member of the family, its candor may be questioned. Possibly there was nothing to reveal and nothing to conceal in management or in policy.

Pierre du Pont de Nemours, moderate constitutionalist statesman, pamphleteer, escaped the guillotine on Robespierre's fall. Later, in editorial difficulty, he, together with his sons Victor and E. I. du Pont, turned to America, engaging in land speculation, export trade, and incidentally the powder business at Brandywine. A friend of Lafayette, Talleyrand, Franklin, and Jefferson, his future seemed assured, but misfortune followed. Only E. I. du Pont, chemist and experienced powder-man, re-